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ABSTRACT

Student leadership is a critical aspect of all middle level and senior high school experiences. Involving students in the workings of the school can mean the difference for them between a mediocre school experience and an exceptional one. This retreat manual is a resource guide for student advisors who wish to develop retreat programs in their schools. The guide includes three 3-day retreat schedules, two half-day retreat schedules, and two evening retreat schedules, along with a general description of how to set up a retreat. Although all the retreats can be used with both groups, half-day retreats are advised for middle level school students as they are better suited to the time and attention span of younger students. The suggested format includes: (1) icebreaker activities, with detailed suggestions; (2) content sessions which explore the theme of the retreat; (3) affirmation activities, which provide students with the chance to affirm each other's importance and build self-esteem; and (4) closing ceremonies. Students should be allowed to plan, set up, and clean up after various activities, since this encourages the development of leadership skills, and helps students recognize the aspects of responsibility needed to run an event and how much they depend on each other. (CC)

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Leadership Retreats

For Middle Level and Senior High School Students

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CREATED BY

Kelly Stevens and Valerie Wright

WRITTEN AND COMPILED BY

Kelly Stevens

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Kelly Stevens

NASSP

Timothy I. Dyer
Executive Director

Thomas F. Koerner
Deputy Executive Director

Kathleen DeFloria
Associate Executive Director

Dale Hawley
Director, Division of Student Activities

Rocco Marano
Deputy Director, Division of Student Activities

David Cordts
Associate Director, Division of Student Activities

Mary Jo Patterson
Assistant Program Administrator, Division of Student Activities

Wanda Carroll
Administrative Assistant, Division of Student Activities

Robert Mahaffey
Director, Editorial Services and Marketing

Jackie Rough
Project Editor

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Division of Student Activities
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About the Authors

Kelly Stevens has been in education for nine years as a teacher and Director of Student Activities. Four years ago, to help meet the needs of her students, she and Valerie Wright began creating and holding student leader retreats. Kelly has a B.S. in psychology, an M.A. in education, and holds administrative credentials.

Valerie Wright has worked with retreat planning and implementation for the past five years, with one year at the Christian Brothers Retreat House in Napa, Calif. Valerie has a B.S. in psychology, an M.S. in counseling, and is an MFCC intern.

Both teach at Carondelet High School in Concord, Calif.

FOREWORD

Student leadership is a critical aspect of all middle level and senior high school experiences. Involving students in the workings of the school can mean the difference between a mediocre school experience and an exceptional one. What often makes this experience so exceptional is the chance to be a part of a good training program that helps students to connect with one another in an esteem-building environment. Training programs can produce strong, connected, accepting, honest, open, and integrity-based leaders. Our experience has shown that these trained leaders set the tone for the entire student body throughout the year.

For the last six years, students from our high school have attended a three-day summer retreat about one week prior to the start of school. Although our first year we were only able to take 15 students, our retreat program now provides for more than 90 sophomore through senior student leaders from different areas of the school's leadership structure. During these three-day retreats, students are given the opportunity to get to know one another, break down stereotypes and barriers, and come up with one common goal theme for the year. Students return to school with great energy and enthusiasm for themselves, each other, and the school. These three-day retreats are followed up with two half-day retreats, one in each semester of the school year.

This retreat manual is a resource guide for student advisers who wish to develop or implement similar retreat programs in their schools. Along with a general description of how to set up a retreat, there are three three-day retreat schedules, along with two half-day and two evening retreat schedules. Although the three-day retreats should be held off campus, the shorter retreats can be held on campus. Overall, these retreat ideas and suggestions offer practical details on how to develop a retreat that will enhance the leadership skills of the students, and help them focus on their roles as leaders.

A Special Note to Middle Level Advisers

All the retreats included in this book can be used with both middle level and senior high school students, although the half-day retreats would probably be better suited to the time and attention span of the middle level student. If an adviser wishes to use one of the three-day retreats, I recommend that the schedule be modified to make it an overnight retreat as opposed to a two-night retreat. Also, the time given to each activity on the three-day retreats might need to be shortened to keep student interest. Because of the intricate nature of the Diversity Puzzle Simulation (which is part of retreat #3), extra time should be allowed to explain it so that all students understand how the game works. Finally, in retreats #1 and #3, letters to incoming freshmen would instead be letters to incoming sixth or seventh graders, depending on the set-up of your school.

Setting Up a Retreat Schedule

Most retreats, whether they are half-day retreats or three-day retreats, follow a simple, basic format.

This format includes four major areas that can be expanded or shortened depending on the length of the retreat. The elements of a retreat include:

1. *Icebreakers/Getting Acquainted*
2. *Content Session(s)*
3. *Affirmation*
4. *Closing Activity/Ceremony*

1. Icebreakers/Getting Acquainted
It is important to begin any retreat experience with a chance for the participants to get to know one another. Even if a group has worked together for a long period of time, icebreakers are still beneficial as a means for learning more about oneself and others. Icebreakers can be chosen that are more "safe" or "risky" depending on how well the members of the group know each other and how much you want to challenge the group to share. (See appendix for sample icebreakers.)

2. Content Session
Content sessions are usually based on the theme of the retreat. If the theme is on the topic of leadership skills, it would be presented in these content sessions. Any number of topics can be covered such as getting acquainted, goals of the year, unity, diversity, positives and improvements for the school, and event planning. It is important to look at the school and the school climate, and to assess what the students should focus on when on retreat. It will vary from place to place and year to year.

3. Affirmation
Affirmation activities provide students with a chance to let each other know how important they are as people and leaders for the school. Affirmations can build self-esteem, as well as be the catalyst for pulling a group closer together. Affirmation activities can be done in a large group or smaller groups such as an individual class or student council. (See appendix for sample affirmation activities.)

4. Closing Activity/Ceremony
All retreat experiences should end with some kind of regathering or refocusing experience. The theme of the retreat should be restated and the experiences of the retreat tied back into the theme. Immediate goals or tasks for the future should be set forth and words of inspiration, encouragement, and gratitude should be expressed.

Closing ceremonies can be planned by students or advisers and take as long as half an hour or be as short as five minutes. They should be planned to reflect the specific retreat experience.

These are the four major elements of most retreat experiences. When planning a retreat, start with these four basic elements and shape the retreat theme around these types of activities. Some minor but important elements that should be considered as well are relaxation, informal recreation time, scheduled fun and games (i.e., skits, talent show, games), and, of course, food. All three of these activity periods help create stronger bonds within the leadership group. Allow the students to plan, set up, and clean up these various activities, such as a meal. This encourages the development of leadership skills, the recognition of all aspects of responsibility in running an event, and helps students recognize how they depend on each other. No one task or person is any more or less important than another. Each person has something to offer to make the whole "show" run smoothly.

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3-Day Summer Leadership Retreats

Summer retreats provide students with an opportunity to come together *before the start of the school year to get reacquainted or better acquainted with one another, learn some leadership skills, and get a head start on planning coming events in the year. In this section, there are three three-day retreat schedules with a description of each activity. They can be shifted and changed to fit the needs of each group.*

The first retreat focuses on the Mission and Philosophy statement of the school. This retreat gives students a chance to focus on the school's goals as well as their own goals for the year.

The second retreat focuses on the Strengths and Challenges of the school. Students examine the positive areas of the school, the areas that need improvement at the school, and what they, as students, can actively do to work on these areas of challenge.

The third retreat focuses on the Strength of Diversity and the need for unity within the school. Students are given the chance to examine their own feelings and attitudes about themselves and others, and to recognize that everyone has something to offer the school community. All three retreats are designed for students who hold any type of leadership role in the school.

RETREAT

1 Mission and Philosophy

Summer Leadership Retreat Schedule
(All activities for Retreat 1 follow on pp. 8–20)

Day 1

4:30 p.m.	Arrival/Settle in/Free time
6:00 p.m.	Dinner
7:00 p.m.	Icebreakers
8:00 p.m.	Mixed Group #1 Object Sharing
9:15 p.m.	Break
9:30 p.m.	Mock School Board Simulation
11:00 p.m.	Closing

Day 2

8:00 a.m.	Breakfast
9:00 a.m.	School Mission and Philosophy Statement
9:15 a.m.	Mixed Group #2 Mission and Philosophy of the School
10:30 a.m.	Break
10:45 a.m.	Interaction Method Brainstorm Theme for the Year
Noon	Lunch Free time
3:00 p.m.	Council Philosophy Statements
4:15 p.m.	Break
4:30 p.m.	Closing Ceremony Preparation
6:00 p.m.	Dinner
7:00 p.m.	Mixed Group #3 Small Group Affirmation
9:00 p.m.	Talent Show
11:00 p.m.	Closing

Day 3

8:00 a.m.	Breakfast
8:45 a.m.	Letters to incoming freshmen (or 6th/7th graders)
10:00 a.m.	Council Group Planning
12:30 p.m.	Lunch
1:15 p.m.	Closing Ceremony
1:45 p.m.	Departure

Icebreakers

Kentucky Fried Hats

OBJECTIVE: To put a bucket on the player's head who is directly in front of you without getting more than one bucket on your head

MATERIALS: Enough Fast Food Chicken buckets for each person, tape of current music

DIRECTIONS:

1. Give all but one participant a chicken bucket. Players put the buckets on their heads and form a circle.
2. This game is similar to musical chairs. When the music begins, players must place their buckets on the head of the person who is in front of them in the circle.
3. When the music stops, anyone with two or more buckets or no buckets on his/her head is out of the game. They then become the judges for the next round.
4. Start each continuing round with one less bucket than there are people in the circle.
5. Game ends when you are down to one person.

People Bingo

OBJECTIVE: To get a student's signature in each of the Bingo grid squares.

MATERIALS: One Bingo grid for each person present, one pencil for each player

DIRECTIONS:

1. Hand each player a grid sheet and pencil.
2. Students must go around the room and find other students who fit the description on each square of the grid. The other student then signs that square. Students may sign each person's paper only once.
3. The game is over when a student has his/her squares "blacked-out."
4. For extra fun, have the students who signed the winner's paper demonstrate their talents.

PEOPLE BINGO

Can do a cartwheel	Can juggle	Can jump rope backward	Is a good dancer
Can use a hula-hoop	Plays a kazoo	Can wiggle his/her ears	Knows the school phone number
Was born in another state	Can imitate a TV commercial	Can stand on his/her hands	Can speak more than one language
Likes ice cream	Watches soap operas	Wears contact lenses	Sings very well
Knows a clean funny joke	Can make an animal noise	Has more than five brothers and/or sisters	Can whistle the "Star Spangled Banner"

Mixed Group #1—Object Sharing

OBJECTIVE: To learn a few things about the people in each small group.

MATERIALS: One bag for each small group that contains 10 objects such as dolls, books, balls, toys, hats, shoes, etc.

DIRECTIONS:

1. Give each small group a bag of objects.
2. Have the person with the longest hair in the group begin.
3. The first person picks an object from the bag and tells a story that this object reminds him/her of. The person to the left of the first person now tells a story that the object reminds him/her of until all people in the group have told a story about the object.
4. Another object is picked from the bag and new stories are told by each member of the group, and so on until all the objects have been used.

Mock School Board Simulation

OBJECTIVE: To help students see the use and abuse of power.

MATERIALS: Description of the task for each group, paper/pencils

DIRECTIONS:

1. Read the following scenario to the entire group:
   Word has just come down from the school district that your high school (middle level school) will be closed due to asbestos problems in the school building. The school district has money to fix the problem but feels that it should be used to improve a school in the "inner city" neighborhood of the school district. Students from your high school will be reassigned to other high schools in the district. The enrollment at your high school has been slightly decreasing during the past four years so the district feels a school closure would be best.
2. Randomly break the students into five groups. Make sure there are students from each grade level in each group.
3. Assign each group one of the following roles:
   School District Superintendent and School Board
   Parents
   Students
   Faculty and School Administration
   Health Inspectors for the school
4. Give each group the appropriate information sheet for their role.
5. Give students 15 minutes to meet in their small groups to decide how they are going to present their point of view at the school board meeting that is to be held "tonight" to discuss the issue of the school's closure. Each group should pick a representative to speak at the school board meeting. A vote will be taken at the end of the meeting to decide the fate of the school.
6. After the preparation period, let students come back together to share their point of view. Allow time for discussion and debate. (The facilitator should monitor this segment and help structure who speaks when and for how long. The room might be set up like a board room to further enhance the experience.)

7. When all points of view are heard, take a vote. Every person votes, but because the school district represents a larger group, their one vote counts for five votes. (Students do not know about this factor until this point in the game.)
8. Take a vote.
9. Follow up the process with a discussion. Use the following questions:
   - How did the group who only got one vote feel about the school district vote counting for five votes?
   - Is it possible in the school situation/student council that certain students feel they do not get fair numbers of votes?
   - In your school/student council, are decisions made for the majority of the students by a few students?
   - When is it okay for a few people to have the say for many people?
   - If the situation arises where the few have to decide for the many, what can be done to ensure that the decisions made are fair to all people involved?
   - How can the power of one's office be abused?
   - Have there been times when the needs of the few have been considered and chosen over the needs of the many?

*Special Note: The facilitator who leads this session must be strong in directing students, as well as in challenging them to see what aspects are part of the decision-making process. During the school board meeting debate time, the facilitator must direct and remain tuned in to the mood and flow of the group, jumping in if the need arises.

ROLES

Parents

- You like the school that your children attend. Test scores and college bound numbers are high.
- You like the faculty at the school. The administration is supportive of teachers and parents.
- You like the fact that the school is close to your home. If the school is shut down, your children would need to be driven or take a bus to a school that is farther away.
- There is a group of parents willing to raise money to go toward fixing the asbestos problem.
- You feel this closing would not benefit the students.

The superintendent and some of the school board members are new and are anxious to make changes in the district. The superintendent was hired because of her ability to clean up a school district and get operating costs in the black.

School District Representatives (Superintendent and Board)

- You are fairly set on closing the school. Very little is going to change your mind.
- Enrollment is declining in the school and neighborhood.
- Cost of repairs is very high.
- Other schools in the district are in need of money just to provide basic educational needs to the students.
- You feel that ALL students in the district should have access to equal education. If money goes to fix this school, that service could not be provided.
- You would have to close the school for a year anyway to have the repairs done.
- You can sell/rent the property to help raise money for other schools in the district.
- This is the smallest school in your district and you believe, as a board, that the other schools, if given adequate funds, could be as good as this school. You believe strongly in equality for all schools in your district and you feel closing this school can move you closer to attaining this goal.
- Because of the years of experience of the faculty at this school, they could be reassigned to other schools to act as mentor teachers.

Teachers

- You would have to be assigned to another school in the district.
- You like this school and feel supported by the administration.
- You know enrollment is declining but like the smaller class sizes, feeling it makes for better education.
- Many faculty members have taught at this school for more than 10 years because the working conditions are so pleasant. They hope to retire at this location.

Students

- You feel a strong loyalty to the school, especially the juniors who wish to graduate from this school.
- The school has a good reputation.
- The sports program is strong.
- You like the teachers for the most part.
- You like going to school in your neighborhood.
- You might have to leave your friends if they are reassigned to another school.

Health Inspecting Team

- The school definitely needs work before students can safely come to school on a regular basis.
- You know the school would have to be shut down for about a year for repairs to be done.
- You know the repairs are within the reach of the school district's budget.
- You have several parents of the school's alumni on the team who have a sense of loyalty to the school.
- You have two other parents whose students go to the other schools in the district. You know a school closure would only benefit their student's schools.

School Mission/Philosophy Statement Reflection

OBJECTIVE: To have students reflect on the school's Mission/Philosophy statement.

MATERIALS: Copies of the school's Mission/Philosophy statement, divided into several sections.

DIRECTIONS:

1. Assign several students to read a part of the school's Mission/Philosophy statement.
2. Call the group to a state of quiet reflection.
3. Explain that the school's success is based on a clear vision that is often reflected in the school's Mission/Philosophy statement. Today, students will have time to hear and reflect upon this statement.

4. Have selected students read through the Mission/Philosophy statement.
5. Ask students to think of ways that they, as leaders, can live out this statement during the school year.
6. Ask if anyone would like to share his/her thoughts.
7. Close with a poem, personal reflection, or song that is appropriate for the group.

Mixed Group #2—Mission Statement

OBJECTIVE: To learn the Mission/Philosophy statement of the school.

MATERIALS: One part of the school's Mission/Philosophy statement for each group

DIRECTIONS:

1. Give each group a part of the school's Mission/Philosophy statement.
2. Each group is to come up with a creative way to teach the rest of the group their part of the statement and how it has been acted out in the school during the past year.
3. Regather the groups. Have each group present its lessons.

Interaction Method

OBJECTIVE: To learn how to communicate effectively in a large group.

MATERIALS: Butcher paper, several different colored markers

DIRECTIONS:

1. Have a student or adviser explain the Interaction Method.
   - Recorder—writes down everyone's ideas
   - Facilitator—keeps the group in order
   - Timer—keeps an eye on the clock and stops the group after an agreed amount of time

   A few rules:
   - Brainstorming—accept all ideas no matter how silly/unimportant/inappropriate

Two Colors—alternate pen colors when recording information on the butcher paper

Time—if more time is needed at the end of the first brainstorming session, renegotiate for more time

Roles—the facilitator and recorder should not give input unless they ask to step out of their roles

2. After explaining this method of brainstorming, practice using it by having the group come up with a theme for the year to be the basis for the first assembly of the year, as well as other activities throughout the year.

Council Philosophy Statements

OBJECTIVE: To have each council create a philosophy statement for the year.

MATERIALS: One poster board for each council, various colored markers

DIRECTIONS:

1. Have the entire group brainstorm (use the Interaction Method) the elements that make up a philosophy statement (i.e., reflects the beliefs of the group, sets goals for the group, should be non-inclusive of the groups' specific yearly activities—e.g., "We want to have the best prom ever.").
2. Have the councils break into their groups and write a philosophy statement that reflects their goals and dreams for the year.
3. Have the group write the statements on the poster board.
4. These statements will be used during the closing ceremony.

SAMPLE PHILOSOPHY STATEMENTS

ASB Philosophy Statement

To break down barriers, we must put aside our stereotypes so that we might build new bridges toward acceptance and school unity, as well as respect toward the individual.

- We promise to keep our eyes, ears, and minds open so the student body gets what they want.
- As ASB Council, we promise to be a connection between all branches of the student council and the student body.

- We promise to provide everyone with a safe environment in order to promote the development of enthusiasm, confidence, respect, the ability to speak one's mind, and the strength of character to abide by the school mission.
- Realizing that we are role models for our school, we promise to uphold all school rules and respect the commitment and responsibilities we have taken on as leaders of our school.

Sophomore Class Philosophy Statement

As the Sophomore Class Council, we hope to:

- keep a broad spectrum, remain open and aware, and remember the diversity in the class.
- get our class involved.
- clarify class activities.
- exemplify class pride.
- make our mark on the year through sophomore spirit and involvement in school assemblies.
- encourage good communication between ASB and class reps.

Junior Class Philosophy Statement

- We want to achieve a united council by having equality among council members. We could achieve this by reaching a common consensus and making "power trips" nonexistent.
- It is important for officers to set a good example by taking their responsibility seriously, by being on time, by respecting others, and by listening and paying attention to others and their ideas.
- We want our council members to take an active role and participate in all activities, remain enthusiastic, and HAVE FUN!
- Keeping an open mind will help us to accept and ask for constructive criticism.
- We would like to encourage class involvement by inviting class members to participate in class meetings and all class activities.

Senior Class Philosophy Statement
We, the class council for the seniors, will do our best to represent the individual interests of each member of our graduating class. We believe that class unity must begin within the council. We believe that there is strength through diversity. Take it to the limit!

Closing Ceremony Preparation

OBJECTIVE: To have the students plan the various parts of the closing ceremony.

MATERIALS: Various readings on leadership, art supplies, butcher paper

DIRECTIONS:

1. Have the students divide into the following groups by what interests them:
   - Environment—make sure posters representing the retreat, decorate the room used for the closing ceremony
   - Readings—pick poetry, inspirational readings, or personal reflections to be read during the closing ceremony
   - Music—select several songs that represent the retreat; they will be played during the closing ceremony
   - Concretizing—decide on a way to present the question: "How will we take what we have learned here with us?"
2. Students are to come up with things for each of the areas and prepare them for the next day's closing ceremony.

Mixed Group #3—Affirmations

OBJECTIVE: To give students a chance to pay each person in their small group a compliment.

MATERIALS: One blank sheet of paper for each person, a pencil for each person

DIRECTIONS:

1. Give each person a piece of paper and a pencil.
2. Give the following directions:
   Begin by writing your name at the top of your paper. Pass your paper to the person on your left. Write a compliment or something new you learned about this person on their paper. Continue passing the papers around the group until everyone in the group has signed everyone's paper. Start with one person in the group and have everyone verbally state what they wrote on the paper of this person and why they wrote it. Move on to the next person until everyone has been complimented verbally.
3. Have the group break into the mixed groups and begin the above process. Remind students that this activity is to be taken seriously.

Talent Show

OBJECTIVE: To give students a chance to laugh together and share their talents with one another.

MATERIALS: None

DIRECTIONS:

1. On the first night of the retreat, inform students that there will be a talent show on the second night. All mixed small groups must make up a skit or show a talent, and then any other individuals or groups can perform.
2. Give the mixed small groups the half hour prior to the talent show to prepare their skits.
3. Pick a student to act as an M.C. for the event.
4. Begin the show when everyone is ready.
5. Have fun!

Letters to Incoming Freshmen

OBJECTIVE: To send a letter of welcome to incoming students of the school

MATERIALS: One letter and envelope for each incoming student, one pen for each person on retreat, an address list of the incoming students to the school

DIRECTIONS:

1. Explain to the students that one reason students get involved in the school is because they feel welcome and comfortable. Therefore, students will be asked today to write to the incoming students to make them feel welcome prior to the start of school.
2. Each student on retreat is to take several names from the list of addresses (check the names off as they are taken from the list) and write a one-page letter that can include:
   - a welcome to the school
   - a friendly piece of advice
   - something the student likes about the school
   - the student's phone number (optional)

   Remind students to be positive in the letters.
3. Have students put the letters in envelopes and put the address of the incoming student on the outside of the envelope.
4. Mail the letters when you arrive back at school.

Council Group Planning

OBJECTIVE: To give each council a chance to begin planning the different events held by the group during the year.

MATERIALS: Blank paper, pens.

DIRECTIONS:

1. Explain that each council has an hour and a half to spend planning this year's events. It is probably better to begin by focusing on events that happen in the beginning of the year, rather than proms and dances that happen toward the end of the year. If they have time, they can work on the latter events.
2. Have groups break up and begin work.

Closing Ceremony

OBJECTIVE: To bring closure to the retreat experience.

MATERIALS: Decorations, readings, songs, philosophy statements from each council.

DIRECTIONS:

1. Follow this basic outline and plug in the work done by the students during the preparation time.
   - Opening song _____
   - Explanation of the decorations/environment
   - Readings _____
     _____
   - Sharing of the council Philosophy/Mission Statements
     (After each is presented, all members of the council should sign it at the bottom.)
   - Concretizing
   - Closing song _____
2. Dismiss the students.

RETREAT

2 Strengths and Challenges

Summer Leadership Retreat Schedule

(All activities for Retreat 2 follow on pp. 22–28)

Day 1

4:30 p.m.	Arrival Settle In
5:15 p.m.	Introduction to the Retreat Rules Introduction to Retreat Theme
6:00 p.m.	Dinner
7:00 p.m.	Icebreakers People Hunt Four Squares Wagon Wheel
8:45 p.m.	Break
9:00 p.m.	Small Groups Timelines
10:00 p.m.	Closing Reflection Instructions for the Next Day

Day 2

8:00 a.m.	Breakfast
9:00 a.m.	Morning Gathering Reflection
9:30 a.m.	Interaction Method
10:00 a.m.	Brainstorming Session #1 Likes of the School Areas of Improvement for the School
11:00 a.m.	Council Philosophy Statements
Noon	Lunch
1:00 p.m.	Free Time
3:00 p.m.	Brainstorm Session #2 Theme for the Year
4:15 p.m.	Break
4:30 p.m.	Closing Ceremony Preparation
5:30 p.m.	Talent Show Preparation
6:00 p.m.	Dinner
7:00 p.m.	Small Group Affirmation
8:45 p.m.	Break
9:00 p.m.	Talent Show
10:30 p.m.	Closing Reflection Instructions for the Next Day

Day 3

8:00 a.m.	Breakfast
9:00 a.m.	Morning gathering reflection
9:30 a.m.	Council Group Planning
Noon	Lunch
1:00 p.m.	Closing Ceremony
1:30 p.m.	Departure

Icebreakers

OBJECTIVES: To give students the chance to get to know one another.

MATERIALS: One "People Hunt" sheet per person (attached), pencils for each person, questions for "Wagon Wheel," one piece of typing paper per student.

DIRECTIONS:

1. **People Hunt**—Give each student a "People Hunt" paper. Students are to locate other students who fit the descriptions on the paper. When they have located a person who fits the description, that person signs the paper. The winner is the one who gets all the squares signed first.
2. **Four Squares**—Give each student a blank sheet of paper. Ask each student to fold the paper into four equal squares. In the upper right-hand square, have students write three things they are good at. In the upper left-hand square, have students write their greatest achievement so far in their lives. In the lower right-hand square, have students write three things they would like to work on in their lives. In the lower left-hand square, have students write five words that other people use to describe them. Break into groups of six to eight and have each person share their responses.
3. **Wagon Wheel**—Have each student pick a partner. Have the partners face each other making a circle with the entire group. There should be an inner and an outer circle. Have the partners sit down facing each other. Ask a question such as "What is the best place you have ever visited?" Give each set of partners 1–2 minutes to answer the question, then have the center circle shift one person to the right. Ask another question. Keep shifting around, each time asking a new question, until the students are back with their original partners.

PEOPLE HUNT

Name _____
Someone whose birthday is in the same month as your own _____
Someone who likes the same kind of pizza you do _____
Someone who rides horses _____
Someone who's been to Europe _____
Someone who has the same number of brothers and sisters _____
Soneone who likes old time rock and roll _____
Someone who never has been out of the state _____
Someone who can roll their tongue _____
Someone who water skis _____
Someone who likes exotic foods _____
Someone who can sing well _____
Someone who likes to be in front of a group _____
Someone who has a pet _____
Someone who likes to get dressed up _____
Someone who is organized _____
Someone who is a pack rat _____
Someone who can whistle the whole "Star Spangled Banner" _____
Someone who likes babies _____
Someone who can wiggle his/her ears _____
Someone who likes being a leader _____

Small Group Sharing

OBJECTIVE: To learn about the people in the small group

MATERIALS: 1 piece of blank paper for each person in the group. 1 pencil for each person

DIRECTIONS:

1. Give the group members a piece of paper and ask them to draw a line horizontally in the middle of the paper
2. Ask each person to place the word "birth" at the left end of the line and his/her current age at the right side of the line

3. Each person should then list five significant events each for the following topics:

family	leadership
friends	school/education

on the timelines. Place positive events above the line and not-so-positive events below the line.

4. Once everyone in the group has finished, group members should share their timelines with one another.

Interaction Method

OBJECTIVE: To learn how to communicate in a large group effectively.

MATERIALS: Butcher paper, several different color markers.

DIRECTIONS:

1. Have a student or adviser explain the Interaction Method.
   - Recorder—writes down everyone's ideas
   - Facilitator—keeps the group in order
   - Timer—keeps an eye on the clock and stops the group after an agreed amount of time

   A few rules:
   - Brainstorming—accept all ideas no matter how silly, unimportant, inappropriate
   - Two Colors— alternate pen colors when recording information on the butcher paper
   - Time—if more time is needed at the end of the first brainstorming session, renegotiate for more time
   - Roles—the facilitator and recorder should not give input unless they ask to step out of their roles

Brainstorming Session #1

OBJECTIVE: To affirm the positive aspects of the school, as well as to look at the areas that need improvement in the school.

MATERIALS: Butcher paper, various colored markers.

DIRECTIONS:

1. Using the Interaction Method, brainstorm all the positive aspects of the school. Write these on a piece of butcher paper.
2. Next, brainstorm all the areas of the school where the students would like to see improvements or changes made. Put these on a piece of butcher paper.
3. Discuss what students can realistically do to bring about some of these improvements or changes.
4. In preparation for the next activity, ask students to keep these changes or improvements in mind as they write a philosophy statement for their individual council.

Council Philosophy Statements

OBJECTIVE: To have each council create a philosophy statement for the year.

MATERIALS: One poster board for each council, various colored markers.

DIRECTIONS:

1. Have the entire group brainstorm (use the Interaction Method) what elements make up a philosophy statement (i.e., reflects the beliefs of the group, sets goals for the group, should be non-inclusive of the group's specific yearly activities—e.g., "We want to have the best prom ever").
2. Have the councils break into their groups and write a philosophy statement that reflects their goals, dreams, etc. for the year.
3. Have the group write the statements on the poster board.
4. These statements will be used during the closing ceremony.

Brainstorming Session #2

OBJECTIVE: To choose a theme for the school year that reflects the focus students wish to take for the year.

MATERIALS: Butcher paper, various colored markers

DIRECTIONS:

1. Using the Interaction Method, have students brainstorm possible themes for the coming year.
2. Once the brainstorming session is over, vote for one theme. *Please note—This theme can be used throughout the year, as a focus for the first assembly of the year, as well as other assemblies and activities planned at the school.

Closing Ceremony Preparation

OBJECTIVE: To have the students plan the various parts of the closing ceremony.

MATERIALS: Various readings on leadership, art supplies, butcher paper

DIRECTIONS:

1. Have the students divide into the following groups by what interests them.
   - Environment—make posters that represent the retreat, and hang them around the room being used for the closing ceremony.
   - Readings—pick poetry, inspirational readings, or personal reflections to be read during the closing ceremony.
   - Music—select several songs that represent the retreat, they will be played during the closing ceremony.
   - Concretizing—decide how to present the question: How will we take what we have learned here with us?
2. Students are to come up with things for each of these areas and prepare them for the next day's closing ceremony.

Small Group Affirmation

OBJECTIVE: To provide students with a chance to compliment other students, as well as to receive compliments about themselves.

MATERIALS: 1 stack of 3" × 5" cards for each group with one of the following words on each card: leadership, strength, diplomacy, enthusiasm, kindness, humor, compassion, gentleness, motivation.

DIRECTIONS:

1. Break the large group back into the first night's small groups.
2. Give each group a stack of cards and ask them to spread the cards out in the center of the group with the words facing up.
3. Starting with the youngest person in the group, have each person pick a word that best describes this person's style (more than one person can pick the same word). Go around the circle, having everyone state the word they picked and why they picked that particular word.
4. Repeat this process with the person on the left of the first person, until everyone has had a turn.

Talent Show

OBJECTIVE: To give students a chance to laugh together and share their talents with one another.

MATERIALS: None.

DIRECTIONS:

1. On the first night of the retreat, inform students that there will be a talent show on the second night. All small groups must make up a skit or show a talent. After that, any other individuals or groups may perform.
2. Give the small groups the half hour prior to the talent show to prepare their skits.
3. Pick a student to M.C. the event.
4. Begin the show when everyone is ready.
5. Have fun!

Council Group Planning

OBJECTIVE: To give each council a chance to begin planning the different events held by the group during the year

MATERIALS: Blank paper, pens

DIRECTIONS:

1. Explain that each council has an hour and a half to spend planning this year's events. It is probably better to begin by focusing on events that happen in the beginning of the year rather than proms and dances that happen toward the end of the year. If they have time, they can work on the latter events.
2. Have groups break up and begin work.

Closing Ceremony

OBJECTIVE: To bring closure to the retreat experience

MATERIALS: Decorations, readings, songs, philosophy statements from each council

DIRECTIONS:

1. Follow this basic outline and plug in the work done by the students during the preparation time.
   - Opening Song _____
   - Explanation of the decorations environment
   - Readings _____
   - Sharing of the Council Philosophy Mission Statements (After each is presented, all members of the council should sign it at the bottom.)
   - Concretizing
   - Closing Song _____
2. Dismiss the students.

RETREAT

3 Understanding Diversity

Summer Leadership Retreat Schedule

(All activities for Retreat 3 follow on pp. 30–40)

Day 1

4:30 p.m.	Arrival/Settle In
5:15 p.m.	Welcome/Rules/Contracts Introduction to Theme of the Retreat
6:00 p.m.	Dinner
7:00 p.m.	Icebreakers Who Am I? Elbow Tag Personal Crests
9:00 p.m.	Special Interest Groups
10:45 p.m.	Closing Reflection Instructions for the Next Day

Day 2

8:00 a.m.	Breakfast
8:30 a.m.	Morning gathering/Reflection
9:00 a.m.	Diversity Puzzle Simulation
Noon	Lunch Free Time
3:00 p.m.	Guided Meditation Journal Reflection
4:00 p.m.	Council Commitments
5:00 p.m.	Theme for the Year
6:00 p.m.	Dinner
7:00 p.m.	Closing Ceremony Preparation
8:00 p.m.	Group Affirmation Special Bags
9:15 p.m.	Break
9:30 p.m.	Talent Show
10:45 p.m.	Closing Reflection Instructions for the Next Day

Day 3

8:00 a.m.	Breakfast
9:00 a.m.	Morning gathering/Reflection Letter Writing to Incoming Students
9:45 a.m.	Council Group Planning
Noon	Lunch
1:00 p.m.	Closing Ceremony
1:30 p.m.	Departure

Icebreakers

OBJECTIVE: To give students a chance to get to know one another.

MATERIALS: Sticky back nametags, one "Personal Crest" sheet per student, pencils.

DIRECTIONS:

1. **Who am I?**—Pre-mark nametags with different movie stars, cartoon characters, famous figures, etc. Stick one nametag on each person's back. Students must walk around and ask yes or no questions of the other participants until they figure out whose name is on their back.
2. **Elbow Tag**—Have each person pick a partner and link elbows. Pick one set of partners to be the chaser and the one chased. The chaser tries to tag the other person before that person can link elbows with someone. When the chased person links elbows, the person who is attached to the other elbow of the person, must run and hook up with a new elbow before he/she is tagged. If that person is tagged, he/she becomes the chaser.
3. **Personal Crests**—Have each person fill out a Personal Crest paper. Break into smaller groups of 6–8 and have each person share the answers on their crest.

Personal Crests

Draw a crest-shaped picture. Divide the top of the crest into three sections, and divide the bottom of the crest into four sections. Insert the following questions on the crest.

1. Full name, date of birth, family size
2. Favorite hobbies, pastimes
3. Favorite subject in school, best school experience, favorite teacher
4. Best vacation you ever took
5. A motto you try to live by
6. What three objects you possess that are most important to you
7. Most important person in your life and why

Special Interest Groups

OBJECTIVE: To learn about and understand the perspective of others

MATERIALS: None

DIRECTIONS:

1. The adviser calls forward from the large group a number of students from a variety of different backgrounds. Some areas include

grade	religion	specific age
income bracket	single parents	oldest youngest middle children
male female	specific race	1st 2nd 3rd generations

   The adviser asks students questions related to their particular group. For example, the adviser might ask, "Could all oldest children come forward. What do you like about being the oldest child? What are the drawbacks to being the oldest child? How has being the oldest child affected who you are?" Or the adviser could ask, "Could all females in the Filipino culture come forward. What is it like to be female in the Filipino culture? What is a tradition that the Filipino culture has that you really enjoy? What has been the hardest thing for you because you are a Filipino and female?"
2. At the end of the activity, the adviser should wrap up by pointing out the need for understanding others before making judgments or supporting old stereotypes.
3. Allow students to make general comments.

Diversity Puzzle Simulation

OBJECTIVE: To help students see the differences between other cultures, as well as to understand the need for cooperation

MATERIALS: 100-piece puzzle for every group, divided into 10 packets of 10 pieces each, copies of group member behaviors (attached)

DIRECTIONS:

1. Divide the group randomly in half
2. Explain to each group separately the essence of their "community's" behavior (see descriptions)
3. Bring the groups back together and form groups of 10 (5 from each community)
4. Give each group a 100-piece puzzle (divided into 10 bags of 10 pieces each.)
5. Have the groups begin working on the puzzles. Each person in the group will have a turn. Start with the oldest person in the group. This person will "play" one piece of the puzzle. When finished, play shifts to the person on the left. If this person cannot play a piece, he/she passes his/her turn. This continues around the circle until all group members have played all their pieces. Remember, only one piece is played per turn.
6. When the puzzles are complete, discuss the process with the entire group using the following questions:
   - How did you feel putting the puzzle together?
   - What was it like taking on the dictated characteristics?
   - What did you think were the characteristics of the other group?
   - How did you interpret these characteristics?
   - Does this remind you of any cultural patterns that you see in your school? community?
   - If you could pick your group, which group would you choose and why?

   *Note: Remind students to be sensitive to the thoughts and feelings of others throughout the discussion period.

Description of Community #1

The following is a description of the behaviors that characterize members of your community. You will be putting together a puzzle shortly, and while this is happening you should incorporate the following actions:

1. Your community values its ability to make good decisions so members of your community never make decisions hastily. When working on the puzzle, therefore, never place a puzzle piece without thinking about it for at least two minutes.
2. Male figures are highly respected in your community because they provide protection and stability. Once every decision is made (by males or females), members of the community seek approval from a male figure of either community.
3. Touch is an important factor of communication in your community. It shows others that they have done a good job. After *everyone* at your table is done placing a piece on the puzzle, their good work should be acknowledged by a touch on the arm or a pat on the back.
4. Your community believes that it is important to help one another, so feel free to give advice and support to members throughout the entire process.
5. Your community loves to socialize with one another. Feel free to chat and share throughout your puzzle-building time.

Try practicing your community's characteristics with your own players.

***Note to the facilitator:** It is important for the facilitator to explain all aspects of the community, as well as to practice each of the above factors with the community before they join the other group. It should be stressed that these are the behaviors that are to be exhibited throughout the entire puzzle-making process.

Description of Community #2

The following is a description of the behaviors that characterize members of your community. You will be putting together a puzzle shortly, and while this is happening, you should incorporate the following actions:

1. Your community is very supportive of each other. You show support to your community through touch. Touch is very

sacred in your community. A touch on the sleeve or a pat on the back shows a member of the community that he or she has done a good job. Touch, though, is used only as a sign of great accomplishment and shown *only* to members of your own community. Because touch is so special, and is a sign of great accomplishments, it is offensive to touch or be touched by another person for an inappropriate reason (something other than great accomplishment). In the event of inappropriate behavior, members of the community show their disgust by turning their back on the offender (the inappropriate toucher).

2. Your community believes in hard work and values intelligence. You therefore tend to work individually, quickly, and without consultation. The faster a task can be accomplished, the greater the sign of your intelligence and hard work.
3. Because you like to work independently, if anyone seeks to give help or offer you advice, you see it as rude and return the rudeness with a gesture of trying to stop the rudeness. (gesture is a dramatic hand held up as if stopping traffic).
4. If you cannot place a puzzle piece within 30 seconds, you pass your turn because you do not want your slowness to reflect on your intelligence. Remember, quickness is a sign of great intelligence, a trait your community values.
5. Because the community is focused on accomplishing the task at hand, there is very little chatting or talking while you are working on the puzzle. You want to concentrate and figure out the best move possible while others are playing. You only answer questions related to the puzzle and the playing of the puzzle pieces. Otherwise, you ignore all other conversation or questions.

Try practicing your community's characteristics with your own players.

***Note to the facilitator:** It is important for the facilitator to explain all aspects of the community, as well as to practice each of the above factors with the community before they join the other group. It should be stressed that these are the behaviors that are to be exhibited throughout the entire puzzle-making process.

Guided Meditation

OBJECTIVE: To get students to focus on how respectful or disrespectful they are to the diversity of others.

MATERIALS: Tape recorder, instrumental music, paper and pencils for each person.

DIRECTIONS:

1. Have students spread themselves out in the room, lying on the floor. Darken the room.
2. Talk the students through a short relaxation experience by asking them to focus on their breathing, slowing it down as they relax.
3. When students are relaxed, ask them to go back in their life history and think of the first time they were aware of meeting someone different than themselves. What was their reaction? What feelings were brought up as a result of the encounter? Then ask students to think of how they interact with people in their lives today. What is the make-up of their group of friends? Do they make jokes at the expense of others? Do they stereotype certain groups at the school? Do they appreciate the need for diversity in the school and in the community? (Note: questions should be asked slowly, with time in between for students to reflect.)
4. Slowly bring the group back into awareness. Quietly pass around blank paper and pencils. Have the students take 15–20 minutes to write down their reflections from the meditation.
5. Have anyone who wishes share aloud with the entire group.

Council Philosophy Statements

OBJECTIVE: To have each council create a philosophy statement for the year.

MATERIALS: One poster board for each council, various colored markers.

DIRECTIONS:

1. Have the entire group brainstorm (use the Interaction Method) the elements that make up a philosophy statement (i.e. reflects the beliefs of the group, sets goals for the group, should be non-inclusive of the group's specific yearly activities—e.g. "We want to have the best prom ever.").
2. Have the councils break into their groups and write a philosophy statement that reflects their goals and dreams for the year.
3. Have the group write the statements on the poster board.
4. These statements will be used during the closing ceremony.

Theme for the Year

OBJECTIVE: To use the Interaction Method to choose a theme to focus on during the year.

MATERIALS: Butcher paper, variety of colored markers.

DIRECTIONS:

1. Using the Interaction Method, have students brainstorm possible themes for the year. Themes can be used at opening assemblies and rallies throughout the year.

Interaction Method

OBJECTIVE: To learn how to communicate effectively in a large group

MATERIALS: Butcher paper, several different colored markers

DIRECTIONS:

1. Have a student or adviser explain the Interaction Method
   - Recorder—writes down everyone's ideas
   - Facilitator—keeps the group in order
   - Timer—keeps an eye on the clock and stops the group after an agreed amount of time

   A few rules:
   - Brainstorming—accept all ideas no matter how silly/unimportant/inappropriate
   - Two Colors— alternate pen colors when recording information on the butcher paper
   - Time—if more time is needed at the end of the first brainstorming session, renegotiate for more time
   - Roles—the facilitator and recorder should not give input unless they ask to step out of their roles
2. After explaining this method of brainstorming, practice using it by having the group come up with a theme for the year that can be the basis for the first assembly of the year, as well as other events planned throughout the year

Closing Ceremony Preparation

OBJECTIVE: To have the students plan the various parts of the closing ceremony

MATERIALS: Various readings on leadership, art supplies, butcher paper

DIRECTIONS:

1. Have the students divide into the following groups by what interests them
   - Environment—make sure posters representing the retreat, decorate the room used for the closing ceremony

Readings—pick poetry, inspirational readings, or personal reflections to be read during the closing ceremony
Music—select several songs that represent the retreat; they will be played during the closing ceremony
Concretizing—decide on a way to present the question How will we take what we have learned here with us?

2. Students are to come up with things for each of the areas and prepare them for the next day's closing ceremony

Group Affirmation

OBJECTIVE: To give students a chance to compliment other students, as well as to be complimented themselves.

MATERIALS: One lunch bag per person, a large number of little slips of paper, pencils, masking tape

DIRECTIONS:

1. Have each person write his/her name on a paper bag and tape it to the wall
2. Give each person a small stack of the little papers
3. Have each student write a message on the paper to someone on retreat who touched them in some way. Ask students to remember to be respectful, especially by including everyone on retreat in their affirmations, not just their friends
4. Students place their messages in the bags on the wall
5. Bags are then taken down by each student to take home

Talent Show

OBJECTIVE: To give students a chance to laugh together and share their talents with one another

MATERIALS: None

DIRECTIONS:

1. On the first night of the retreat, inform students that there will be a talent show on the second night. All small groups

must make up a skit or show a talent, and then any other individuals or groups can perform.

2. Give the small groups the half hour prior to the talent show to prepare their skits.
3. Pick a student to act as an M.C. for the event.
4. Begin the show when everyone is ready.
5. Have fun!

Letters to Incoming Freshmen

OBJECTIVE: To send a letter of welcome to incoming students of the school.

MATERIALS: One letter and envelope for each incoming student, one pen for each person on retreat, an address list of the incoming students to the school.

DIRECTIONS:

1. Explain to the students that one reason students get involved in the school is because they feel welcome and comfortable. Therefore, students will be asked today to write to the incoming students to make them feel welcome prior to the start of school.
2. Each student on retreat is to take several names from the list of addresses (check the names off as they are taken from the list) and write a one-page letter that can include
   - a welcome to the school,
   - a friendly piece of advice,
   - something the student likes about the school,
   - the student's phone number (optional).

   Remind students to stay positive in the letters.
3. Have students put the letters in an envelope and put the address of the incoming student on the outside of the envelope.
4. Mail the letters when you arrive back at school.

Council Group Planning

OBJECTIVE: To give each council a chance to begin planning the different events held by the group during the year

MATERIALS: Blank paper, pens

DIRECTIONS:

1. Explain that each council has an hour and a half to spend planning this year's events. It is probably better to begin by focusing on events that happen in the beginning of the year rather than proms and dances that happen toward the end of the year. If they have time, they can work on the latter events.
2. Have groups break up and begin work.

Closing Ceremony

OBJECTIVE: To bring closure to the retreat experience

MATERIALS: Decorations, readings, songs, philosophy statements from each council

DIRECTIONS:

1. Follow this basic outline and plug in the work done by the students during the preparation time.
   - Opening song _____
   - Explanation of the decorations environment
   - Readings _____
     _____
   - Sharing of the council Philosophy Mission Statements (After each is presented, all members of the council should sign it at the bottom.)
   - Concretizing
   - Closing Song _____
2. Dismiss the students.

1/2-Day Retreats

These half-day retreats are designed as follow-ups to the three-day summer retreats.

They can also be used if the students do not have the chance to go on retreat together. Revise them to fit the needs of the group. The first retreat focuses more on planning coming events such as Spirit Week, whereas the second retreat focuses more on sharpening leadership skills and the role of leaders in the school. Include any students who hold a leadership position in the school.

BEST COPY AVAILABLE

1 Event Planning

Beginning of the Year Leadership Retreat Schedule
(All activities for this Retreat follow on pp. 44–49)

1:00 p.m.	Arrival Nametags Welcome
1:15 p.m.	52 Card Shuffle
1:35 p.m.	Small Group Formation
1:40 p.m.	Newspaper Relay
1:55 p.m.	Small Group Questions
2:25 p.m.	Philosophy of the School Council Philosophies
3:00 p.m.	Work in Council Groups Regather To Share
4:00 p.m.	Closing Share Philosophy Statements Slide Show
4:30 p.m.	Dismissal

52 *Card Shuffle*

OBJECTIVE: To meet and learn one fact about several members of the group.

MATERIALS: A deck of playing cards (enough for one for each student), set of questions for each round of play.

DIRECTIONS:

1. Count cards from a deck for the number of students attending the event. Have an equal number of cards from each suit (i.e., 10 hearts, 10 clubs, 10 spades, 10 diamonds).
2. Hand one card to each student.
3. Round one: Have the students find someone else in the room with the same color card that they have. When they have found their partner, have them answer the following question: "What was the best thing you did this summer?"
   Round two: Have each student find three other students with the same suit. Together they should answer the following question: "What is your fondest memory of your time at school?"
   Round three: Have students find three others, each with a different suit. Together they should answer the following question: "What is one good thing our school has does?"
   Round four: Have every student find three others who have the same number as they have. The round four question is: "Name one thing you would like to improve at our school."
   Round five: Have each student make up a group of four, two with red cards and two with black cards. Ask: "What is one goal you have for this year?"
4. To make small groups, have the students find all the people with the same suit. You should end up with four groups of approximately 13. These groups are the small groups for the Newspaper Relay and the small group questions.

   *Please note: Encourage students to find students who are not their friends when playing rounds 1–5. Also, questions may be changed to fit the needs of the group.

Newspaper Relay

OBJECTIVE: To encourage group cooperation while finding headlines, ads, quotes, etc. in a newspaper.

MATERIALS: Four newspapers (adjust for larger or smaller groups), four sets of headlines, ads, quotes, sentences, etc., contained in the newspaper, one felt marker for each group.

DIRECTIONS:

1. Prior to the retreat, find 12 different headlines, quotes, ads, sentences, etc., in the newspaper. Type each one separately on a 3 × 5 card. Make four sets.
2. Give each small group a newspaper. Have each group designate one member as its runner. The runner is the one who goes up to the leader to pick up the 3 × 5 cards.
3. The relay begins with four leaders holding a stack of 3 × 5 cards, one for each team. The runner comes to their leader and picks one 3 × 5 card, takes the card back to their group and the group then searches in the newspaper for the words on the card. When the words are found, one group member circles the words. The runner can then come back to their leader to get another 3x5 card. The race goes on until one team has found all the quotes. This team is the winner.

Small Group Questions

OBJECTIVE: To have each member of the small group learn about the other members in the group.

MATERIALS: One set of questions for each group, typed on 3 × 5 cards.

DIRECTIONS:

1. Give each group one stack of cards. (See "Small Group Question Samples".)
2. Have each group find the oldest person in their group. This person is the one who will start.
3. Have the person who is starting pick one card off the top of the stack and answer the question typed on the card. After the first person has answered, anyone else in the group may answer that question.

4 After the first question has been answered, have the person on the right of the first person answer the next question. Continue until the entire deck has been answered.

***Note:** It is important to tell students that they should answer the questions seriously, and should listen to the other people in the group in an open and non-judgmental way.

Small Group Question Samples

1 If you knew a bomb was on its way, how would you spend the last 30 minutes of your life?
2 Is it more difficult in today's society to be a man or a woman?
3 In what ways do you find yourself being a conformist and going along with the crowd?
4 Share three things you are good at. How did it feel saying these things to the group?
5 If both of your parents were killed suddenly in an accident and you were left on your own, how would your life be changed?
6 If you could have three wishes, what would you wish?
7 Name a person whose advice, leadership, and concern for you seem to be completely trustworthy.
8 Finish these statements: I feel most confident about myself when ... I feel least confident when ...
9 What recent achievement are you proud of? Can you also name a recent failure?
10 Tell three words that best describe how your parents see you. How accurate are the words?
11 What do you consider your most prized possession?
12 Describe what you don't want to be like as an adult.
13 What would you change about your family if you could?
14 Name a living person who is improving the quality of life for the human race. How?
15 Tell about a time when you lived up to your principles against pressure from the group. Tell about a time you gave in to the pressure.
16 What do you think would be the best position in a family—oldest, youngest, or middle? How do you feel about where you are in your family?

17 Describe something in your life you have always regretted doing or not doing.
18 What is the greatest crime one person can commit against another, not counting murder?
19 How important to you is honesty in dealing with your parents? Your friends?
20 What do you think are the biggest worries faced by today's male teenagers? Female teenagers?
21 When do you feel most lonely? What do you do about it?
22 Name three words that describe how your same sex friends see you. Your opposite sex friends?
23 What day in your life would you like to live over?
24 What is your biggest fear?
25 What is one issue cause for which you are willing to take a stand?
26 Name one social concern issue that bothers you.
27 Describe what you hope to be doing in 10 years.
28 Name one person you admire. Why?
29 Tell about one area in your life where you made an improvement.
30 If you could give this group one piece of advice, what would it be?

55

Philosophy of the School

OBJECTIVE: To understand the philosophy of the school and to apply it to the student's role as leader

MATERIALS: A copy of the school's philosophy statement for each student, one poster board for each council, variety of markers

DIRECTIONS:

1. Pass out one philosophy statement to each student
2. Have several students read the statement out loud to the group
3. Have a short discussion on the specifics of the school's philosophy, as well as what elements make up a philosophy statement. How can they as leaders for the school live out this philosophy statement?
4. Have the group break into their individual councils (ASB, class, etc.). Each council is to write a short philosophy statement for their council for the year.
5. Philosophy statements should be written on the poster boards. The philosophy statements will be used later in the closing ceremony.

***Note:** You could have students write these philosophy statements during your summer retreat. If you do, use this time for students to reread their statements and see how they have accomplished the goals they wrote in their philosophy statements.

Council Group Work

OBJECTIVE: For each council group to work together on a coming school event.

MATERIALS: Depends on the topic of this session.

DIRECTIONS:

1. Have the large group break into their different class and ASB councils.
2. Give each council this block of time to work on a coming event such as Homecoming or Spirit Week.
3. At the end of the session have the council report back to the rest of the group.

Closing Ceremony

OBJECTIVE: To bring closure to the day's events.

MATERIALS: Philosophy statements, slide projector, slides of students, motivational reading.

DIRECTIONS:

1. Begin the closing ceremony by once again reading the school's philosophy statement.
2. Have each council come up one at a time and read their own statements that were written earlier. After each has read his or her statement, have council members sign the statements at the bottom, if they were not previously signed.
3. Read the motivational reading.
4. End with a slide show of the students doing activities in the school.

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RETREAT

2 Qualities of a Leader

Leadership Skills Retreat
(All activities for this Retreat follow on pp. 52–57)

1:00 p.m.	Welcome/Nametags
1:15 p.m.	My Bonnie Warm-Up
1:25 p.m.	What Is Leadership?
1:35 p.m.	Score as Much as Possible
2:05 p.m.	Brainstorm: Leadership in Our School
2:20 p.m.	Description of Famous Leaders
2:45 p.m.	Small Group Discussion
3:15 p.m.	What Can I Do?
3:45 p.m.	Closing Wrap-Up
4:00 p.m.	Good-Byes

My Bonnie Lies Over the Ocean

OBJECTIVE: To "loosen up" before the leadership session begins

MATERIALS: None

DIRECTIONS:

1. Have the entire group sit in chairs.
2. Sing the song "My Bonnie Lies Over the Ocean." Every time the group sings a word that begins with letter "B" they must stand up or sit down depending on the previous movement.
3. Sing the song through 4–5 times, each time getting progressively faster.

What Is Leadership?

OBJECTIVE: To understand the qualities of a leader

MATERIALS: None

DIRECTIONS:

1. The adviser should take some time to discuss the characteristics that are possessed by a strong leader. Some topics include:
   - The ability to speak out, take a risk, act on your convictions.
   - The ability to stand by yourself on an issue, even if you get no support. This is assuming that the issue is such an important one that it requires this attention (e.g., saying no to drinking.)
   - The ability to break from the crowd or be a role model for the crowd even if it is unpopular.
   - The ability to act on, or voice, a concern on the behalf of others. Being an advocate for others who may not have or feel they have a voice.

   (The adviser can add any other topics that he/she feels are important for the group. The above qualities call leaders beyond societal norms, into being leaders whose primary focus is to serve others. It seeks to make them aware of a higher ethical standard.)

2. Let the students add any others that they feel are important.

Score as Much as Possible

OBJECTIVE: To have students look at the value of competition versus cooperation.

MATERIALS: Score sheet for each set of partners, pencils for each person

DIRECTIONS:

1. Divide the group into groups of eight. Each group operates independently of the others; there is no competition or cooperation between groups.
2. Within each group, have students find a partner. Hand out a score sheet for the game, one to each set of partners.
3. Have students look at the score sheets for about four minutes and try to figure out how to play the game. Be sure to mention the title of the game out loud.
4. After the four minutes, tell the groups the following rules.
   - You may confer only with your partner unless otherwise instructed. Secret signals are not allowed.
   - Each set of partners must agree on a single choice for each round—X or Y.
5. Begin playing the game. Each set of partners should fill out the score sheet as the game progresses. Note that on rounds 5, 8, and 10, group consultation is allowed and scores are doubled, tripled, or quintupled.
6. Conduct each round; keep time; inform groups when they can consult and when choices must be made; make sure everyone is following the rules.
7. After round 10, each group of eight should figure out the total score. The title of the game, Score as Much as Possible, refers to the group as a whole, not to the partners. The idea of the game is for the group to score as many points as possible. If they all chose Y each round, the group total would be plus 100. The group's success is judged by how close they came to a perfect game of plus 100. Many, if not

most groups, will have scores below zero because of the assumption that competition was in order rather than cooperation.

8. After the final scoring, discuss with the students:
   - What hidden assumptions did the players make?
   - Why were these assumptions made?
   - How did these assumptions hurt the total score?
   - In what other areas of our lives are these same assumptions made?
   - How would this apply to the leadership in our school/council?

Score Sheet for "Score as Much as Possible"

Directions: For 10 rounds you and your partner will choose either an X or a Y. The points scored in each round are dependent upon the pattern of choice made by everyone in the group. Scoring will be according to the following:

4 Xs	Lose 1 Point each	
3 Xs 1 Y	Win 1 point each Lose 3 points	
2 Xs 2 Ys	Win 2 points each Lose 2 points each	
1 X 3 Ys	Win 3 points Lose 1 point each	
4 Ys	Win 1 point each	

Strategy: You can confer with your partner once each round and make a joint decision. Before rounds 5, 8, and 10, you can confer with the other members of the group.

	Round	Time	Confer with	Choice	Pts won	Pts lost
	1	1 min	partner			
	2	30 sec	partner			
	3	30 sec	partner			
	4	30 sec	partner			
Bonus Round 2Xs score	5	2 min 30 sec	group partner			
	6	30 sec	partner			
	7	30 sec	partner			
Bonus Round 3Xs score	8	3 min 30 sec	group partner			
	9	30 sec	partner			
Bonus Round 5Xs score	10	3 min 30 sec	group partner			
Total						

Leadership in Our Schools

OBJECTIVE: To have students focus on the leadership of the school and to brainstorm ideas of how to put their leadership styles to work to improve the school

MATERIALS: Butcher paper, various colored markers

DIRECTIONS:

1. Have the students brainstorm what they think leadership is like in their school (student, faculty, administration). Write their responses on the butcher paper that is posted on the wall.
2. Have the students brainstorm what type of leadership they would *like* in their school, considering the idea of cooperation versus competition. Put these up on the butcher paper as well.
3. Brainstorm practical ideas of what students can do to change from the current leadership in the school to the leadership they would like in the school. Put this on butcher paper and keep all three sheets to use as references later in the year.

Description of Famous Leaders

OBJECTIVE: To reflect on different leadership styles

MATERIALS: Brief summaries of the leadership styles of a variety of well-known figures, copies of the questions for each small group

DIRECTIONS:

1. Choose past or current leaders and give a brief summary of their lives, values, and leadership styles. Some leaders might include:
   - Martin Luther King, Jr.
   - Mother Theresa
   - The current or a past president
   - The school's principal
   - A prominent leader in the community
   - Ghandi

   Choose leaders who reflect different styles but to whom the students in school can relate.
2. Have students think about which of the leaders described they are most like, or which they would like to strive to be more like.

Small Group Discussion

1. Break the students up into groups of 6–8.
2. Have each person in the group answer the following questions:
   - What qualities of a leader do you admire the most? Why?
   - What leader described by the adviser are you most like? Why?
   - What leader would you like to be more like? Why?
   - Who are some other leaders you have admired in your life? Why?
   - What is one goal you have for yourself in the area of leadership?
   - How does the idea of competition versus cooperation tie into these peoples' leadership styles?
3. Have anyone who would like to share any feelings or thoughts with the entire group do so at the end of the small group session.

What Can I Do?

OBJECTIVE: To reflect on how much difference each person can make no matter how small that difference might be.

MATERIALS: Copy of poem (attached), butcher paper, various colored markers.

DIRECTIONS:

1. Read the poem to the entire group.
2. Talk about their role as leaders and how each person can make a difference no matter how small.
3. Brainstorm ideas of what they can do as leaders for their school to make a difference.
4. Pick one to three of these ideas to focus on throughout the year.

As the old man walked along the beach at dawn, he noticed a young man ahead of him picking up starfish and flinging them into the sea. Finally catching up to the youth, he asked why he was doing this. The answer was that the stranded starfish would die if left until the morning sun. "But the beach goes on for miles and there are millions of starfish," countered the other. "How can your effort make any difference?" The young man looked at the starfish in his hand and then threw it to safety in the waves. "It makes a difference to this one," he said.

Anonymous

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Evening Retreats

The following two evening retreat schedules were designed for freshmen,

to give them the opportunity to come together as a class to get better acquainted and to discuss their transition into high school. This retreat can also be used for incoming sixth or seventh graders (if in the middle schools), or for a new leadership council that has not had a chance to get acquainted at the start of the school year. The main purpose of these retreats is to have fun while getting to know other people. The retreat is most effective if offered at the end of the first month of school.

RETREAT

Getting Acquainted

Frosh Unity Night Schedule
(All activities for this Retreat follow on pp. 62–63)

6:00 p.m. Welcome; Nametags

6:15 p.m. Icebreakers/Getting Acquainted
a. Knots
b. I Like People Who . . .
c. Lap Sit
d. Broom Relay

6:45 p.m. Dinner

7:15 p.m. Small Group Questions/
Discussion

7:45 p.m. Skit Planning

8:15 p.m. Skit Presentations

8:55 p.m. Closure

9:00 p.m. Quiet Hour

Icebreakers

OBJECTIVE: To encourage students to get to know other people.

MATERIALS: Chairs, brooms

DIRECTIONS:

1. **Knots**—Have students get into groups of 20 or so. Ask the group to stand in a circle facing one another. Each person should reach his/her hands out into the center of the circle and join hands with two other people. Once every person is connected, the group should try to "untangle" itself back to the original circle.
2. **I Like People Who . . .** —Have all participants sit in a chair in a large circle. There is one person in the middle of the circle who says, "I like people who ___" and states something like a food, clothing item, sport, hobby, color, etc. Anyone who likes that thing must get up and trade chairs with another person who has gotten up. The person left in the center of the circle tries to grab another person's chair. The person left in the center of the circle without a chair is the next caller.
3. **Lap Sit**—Have all the students stand in a circle facing front to back. The group must be tightly arranged. When everyone is ready, the entire group sits at the same time. If the circle is tight, no one should fall, but instead should be sitting on each others' laps.
4. **Broom Relay**—Divide the group into equal teams. Have each team form two lines facing each other. The first two people in the line take a broom and run from the front of the line to the back of the line, passing the broom under the feet of their teammates. Once the first two people are at the end of the line, the broom is passed over the team's heads and the next two people in the front of the line repeat the action of passing the broom under everyone's feet. The game is over when the team gets back to the original people who were at the front of the line.

Small Group Question/Discussion

OBJECTIVE: To give students a chance to discuss their school experie ce so far in the year

MATERIALS: List of questions for each group

DIRECTIONS:

1. Break into small groups of about 15 Groups can be prearranged or random
2. Give each group a list of these questions
   - Describe one thing that has happened to you since you came to high school middle level school
   - What is your favorite part of school so far?
   - In what areas are you still struggling? Can this group offer any helpful advice or suggestions?
   - What are your goals for the rest of the year?
   - How do you hope to accomplish these goals?
   - What questions do you have about our school?
   - Does anyone have anything else to say add?
3. Assign juniors and seniors to lead the small groups, making sure everyone is respected and has a chance to answer each question

Skit Planning

OBJECTIVE: To plan a skit that reflects the experiences of the first month of school

MATERIALS: None

DIRECTIONS:

1. Each group is to make up a skit that reflects their experiences during their first month of high school middle level school Skits should be positive and respectful of others
2. When skits are planned, groups can perform them before the entire group

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2 Getting Acquainted

Frosh Unity Night Schedule

(All activities for this Retreat follow on pp. 66–67)

6:00 p.m.	Welcome Nametags
6:15 p.m.	Icebreakers Getting Acquainted a. Simon Says b. Instant Interview c. Giants, Wizards, Elves d. Dots
7:00 p.m.	Dinner
7:30 p.m.	Small Groups a. Form Groups b. Box Line Game c. Small Group Discussion
8:45 p.m.	Closure Clean-up
9:00 p.m.	Good-Byes

Icebreakers

OBJECTIVES: To meet other students present on the retreat

MATERIALS: Nametags with pre-marked colored dots

DIRECTIONS:

1. **Simon Says**—This is the old childhood game where a caller gives a command to be followed by the entire group. The group must imitate the command but only if the caller has said "Simon says ___" first. If a person in the large group does a motion without the "Simon says ___" command, he or she must sit down. Play until only a few people are standing.
2. **Instant Interview**—Break into small groups of about 16–20. Have each person in the group pick a partner from the group. Each set of partners has five minutes to find out as much about their partner as possible. At the end of the five minutes, each person introduces his/her partner to the rest of the small group.
3. **Giants, Elves, Wizards**—This game is similar to rock, scissors, paper. Each person finds a partner and on the count of three, everyone says, "Giants, Elves, Wizards." Then each person picks one of the three and says that immediately after "Giants, Elves, Wizards." Giants beat Elves, Elves beat Wizards, and Wizards beat Giants. Play until you eliminate down to one or two pairs. There are hand motions for each character for added fun.
   Giants—arms above head, up on your toes (like Frankenstein)
   Elves—bent knees in a crouched position
   Wizards—put hands straight out like you are casting a spell on someone
4. **Dots**—On each person's nametag, stick a colored dot. For each round have the group gather with people who have the same color or a variety of different colored dots. Then ask each group to share with one another some easy non-threatening question. For example, "Find three other people with the same color dot and tell them your favorite vacation spot." Or "make a group of three where no one has the same color dot and describe the members of your family." Play about 5–10 rounds depending on time. Each round should be a different mix of students and a different question.

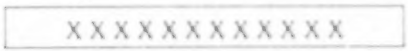
Small Groups

OBJECTIVE: To discuss the experiences of the first month of school

MATERIALS: Questions for each small group

DIRECTIONS:

1. Form random or prearranged groups of 15–20
2. Have the group get acquainted by playing the Box Line Game. The small group must form a straight line and try to move the person in the back of the line to the front of the line. The only catch is that no one can move his/her feet (must stay in the same spot) except the person at the end of the line who wants to get to the front of the line. This person must stay in an imaginary boundary of a boxed line around the small group. The person in the back cannot step out of this boundary line when trying to move forward. Finally, this game is played in silence. The key to this game is cooperation.



3. Small Group Discussion—Have juniors and seniors lead a small group discussion around the following questions:
   - How is your experience with school so far?
   - What has been positive for you, as well as not so positive for you?
   - What have you gotten involved in so far? How is it?
   - Do you have any questions about the school?
   - What is something you look forward to in the coming months at school?
   - Would you like to add anything that we haven't already discussed?

   Next, the small group plans a cheer that incorporates each one of their names. The cheer is then presented to the entire group. Cheers should be light and fun, and reflect the positives of being their grade level of students.

APPENDIX

OTHER SUGGESTIONS FOR ICEBREAKERS GETTING ACQUAINTED

Icebreakers

Instant Replay—Have the group stand in a circle. Each person has a chance to say his/her name and then make a motion after his/her name. (This is done one at a time.) The rest of the group then repeats the person's name and motion. Move onto the next person in the circle, until everyone has had a chance to say his/her name.

Fruit Salad—Have the entire group sit in chairs in a circle. Count off the entire group from 1–5. The 1's are bananas, the 2's are oranges, the 3's are peaches, the 4's are watermelons, and the 5's are apples. Have one person in the center act as the caller who names any of the fruits (1–4 fruits can be named.) The people whose fruit is called must stand up and find another chair. The person in the middle also looks for an empty chair. The person left in the center of the circle is the next caller. If the caller says "Fruit Salad," everyone must get up and find a new seat.

Line Dance—Make up or use a known line dance to teach to the students. Play contemporary music as the students do the line dance.

Appointment Clock—Have the students make a paper plate into a clock (divide into 12 sections). Ask each person to make an "appointment" with another person on their clock. For example, if I have a 3:00 open and so does "Suzie," then we sign each other's names at the 3:00 time slot. Once everyone has made 12 appointments, begin the game. Call out an appointment time, have students find their appointment partners, and ask students to answer a question like "Name your favorite food." Play 5–6 rounds of this game as time allows.

M & M Game—Break the students into groups of 6–8. Give each group a bowl of M & M's. Ask each person to take a handful of candy. For every M & M in their hand, students must tell the small group some fact about themselves.

Additional Resources

Boundary Breakers, by John Schrader. Reston, Va.: National Association of Secondary School Principals, 1990.

Creative Gaming, edited by Wayne Rice, John Roberto, and Mike Wayconelli. Winona, Minn.: Saint Mary's Press, 1982.

New Games Book, edited by Andrew Fluejelman. Garden City, N.Y.: Headlands Press Books/Dolphin Books/Doubleday and Co., Inc., 1976.

Getting Acquainted Activities

Timelines—Have students draw a line down the center of a piece of paper. Mark one side of the line "Positive," and the other side "Negative." Put birth on the first line, and their current age on the last line. Students should list as many events as they can remember about their lives on their timelines. Positive events should be on one side of the line. Events not seen as positive should be on the other side of the line. Have students break into groups of 6–8 and share their timelines.

Dyads—Break into partners and answer questions provided by the adviser. Each person should have the same amount of time to share.

Sample DYAD Questions

1. Sometimes I give people the impression that I
2. One thing I like about myself is
3. The thing that I have liked about school so far is
4. One thing I dislike about myself is
5. One of my earliest happy memories is
6. It is not easy for me to admit that
7. When I entered this school, I felt
8. One of the ways I balance my time between friends, family, and school is
9. A person who I respect and would like to be like is
10. If I were to feel envy or jealousy it would be when

11 I can remember feeling loved when ...
12 The person who has most influenced me is ...
13 One time I really felt pressure from my friends was when ...
14 When I see myself making mistakes I ...
15 One of the ways I sometimes get in the way of my own success is ...
16 One thing that frightens me is ...
17 A better way for me to deal with my anger is ...
18 Ten years from now I hope to be ...
19 When I am dishonest with myself and others, I ...
20 The greatest lesson I have learned in life so far is ...

Masks—Prior to this activity, cut out "masks" in the shape of a "Lone Ranger" or "theatrical" mask. Give students 10 minutes to draw on the front of the mask the image they portray to others. On the back of the mask, have them draw the side of themselves they rarely show to others. Break into small groups or dyads to share masks.

Collages—Have magazines and construction paper available and ask everyone to make a collage of pictures that represents themselves, their interests, hobbies, etc. Once the collages are finished, they can be shared in dyads or small groups.

Name Plates—Give each person a piece of 8 1/2" × 5 1/2" paper. In the center of the paper have students print their names. In the upper right-hand corner, have students put the city in which they were born. In the upper left-hand corner, have students draw two of their hobbies. In the lower right-hand corner, have students write one goal for themselves. In the lower left hand corner, have students draw where they hope to be in 10 years. These can be shared in dyads or small groups.

My Bag—This activity is similar to the Masks activity. Students find pictures in magazines that represent how they portray themselves to others. These pictures are pasted on the outside of the bag. Pictures that represent who they are on the inside are pasted on the inside of the bag. Bags can be shared in dyads or small groups.

Additional Resources

Creative Communication and Community Building, edited by Wayne Rice, John Roberto, and Mike Wayconelli. Winona, Minn.: Saint Mary's Press, 1981.

Tribes: A Process for Social Development and Cooperative Learning, by Jeanne Gibbs. Santa Rosa, Calif.: Center Sources Publications, 1987.

Turn-Ons: 185 Strategies for the Secondary Classroom, by Stephen K. Smuin. Carthage, Ill.: Fearon Teacher Aids, Inc., 1978.

Additional Activities

BAFA BAFA and STARPOWER can be used in place of the Diversity Puzzle Simulation and the Mock School Board Simulation, respectively (as used in retreat #1 and #3.)

write to: Simulation Training Systems
PO. Box 910
Del Mar, Calif. 92014

Additional Affirmation Activities

Web of Yarn—Have a ball of yarn available for this activity. Have the group sit in a circle. One person begins by tossing the ball of yarn (the first person holds onto the string) to another person in the group and gives that person a compliment. The person who catches the ball holds the string and tosses the ball of yarn to another person and gives him/her a compliment. This action is repeated until everyone has been given the ball of yarn once.

Compliment Page—Each person is given a piece of paper. Each person should put his/her name on the paper. Have the group members sit in a circle and write a quick compliment on the paper of the person to their left. After each compliment is written, the papers should be passed to the person on everyone's right. Keep writing compliments until papers come back to their original owners.

Hot Seat—Place a chair in the center of the group. Choose a person to sit in the chair. Anyone gives this person compliments (just shout them out). After one minute or so, have the person in the center choose another person to sit on the chair until everyone has had a chance to sit in the chair.

Shadows—Give each person a big sheet of butcher paper. Have someone trace their shadow on the paper (an outline of their head and shoulders only) and put the person's name on the shadow paper. Post the shadows around the room and let students mill around the room, writing nice things about each other on their shadow papers. Allow about 25–30 minutes for this activity.

Impression Books—Prior to this activity make small booklets that have a cover sheet and a few pieces of paper inside. Put a long string on the booklets. Students place the booklets around their necks (on their backs) and mill around the room signing one another's books. This takes about 45 minutes depending on the size of the group.

Additional Resources

The Best of Self-Esteem, edited by Frank Siccone. San Francisco, Calif.: Siccone Institute, 1986.

NASSP—The National Association of Secondary School Principals—sponsors the following organizations:

The NASSP Division of Student Activities administers programs for these organizations. For more information about products or programs, contact DSA by calling (703) 860-0200.

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